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ABSTRACT

This report reviews the bilingual program of a New York City school district (with large concentrations of students of Chinese and Hispanic backgrounds) whose goals were the training of bilingual personnel, the development of a bilingual-bicultural curriculum, and the development of a bilingual resource center. Discussed are: the implementation of the program and evaluation plans: teacher attitudes on college training in bilingual education: and an observer report on the effectiveness of the district's bilingual program and data on instructional objectives. Conclusions and recommendations are included. (WP)

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COMMUNITY SCHOOL DISTRICT 2

210 EAST 33rd STREET

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FINAL REPORT

ESEA TITLE VII

PROGRAM FOR ACHIEVEMENTS IN CHINESE, ENGLISH AND SPANISH

(PACES)

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TABLE OF CONTENTS

		Page
Chapter I	Implementation of the Program and Evaluation Plans	
	I. Introduction	1
	II. Implementation of Program	1
	III. Evaluation Design and Plans	6
Chapter II	Teacher Evaluation of University Course and of Other Staff Related Goals	
	I. University Courses	9
	II. Other Staff Related Goals	13
Chapter III	Observer Report and Data on Instructional Activities	
	I. Observer Report	18
	II. Data on Instructional Objectives	22
Chapter IV	Conclusion and Recommendation	
	I. Achievement of Objectives Related to Staff Development, Participation and Utilization	34

CHAPTER I

IMPLEMENTATION OF PROGRAM AND EVALUATION PLANS

I. INTRODUCTION

This is the final evaluation report of the 1977-78 Program for Achievements in Chinese and English and Spanish (PACES) funded by ESEA Title VII in Community School District 2.

Community School Distruct Two consists of multi-cultural and multi-ethnic student population of more than 20,000 children. The number of Chinese students in the district is more than 4,800, the largest Chinese student population in New York State, while the Hispanic population exceeds 6,600. The majority of these students speak a language other than English and many of them have difficulty in adjusting to an all English-speaking school environment and find it difficult to achieve normal and successful academic progression in school.

The primary goal of the Program for Achievements in Chinese English and Spanish (PACES) funded by Title VII and other sources was to provide for the special linguistic, academic, and cultural needs of non-English speaking children. Activities capitalized on their native language proficiency while they developed competency in English. Three complementary goals inherent in the program were: 1. The tranining of bilingual personnel; 2. The development of bilingual-bicultural curriculum; and 3. The continued development of the Bilingual Resource Center in the district.

II. IMPLEMENTATION OF THE PROGRAM

A. Scope

The original Title VII proposal for this year's program primarily

called for the implementation of bilingual-bicultural instruction for two hundred ninety one (291) children in grades seven through nine in two public and four non public schools. The personnel for whom support was requested under this funding included two bilingual guidance counselors, two bilingual resource teachers, four bilingual professional assistants and two bilingual family assistants. It also included one part-time evaluator, and material development consultants. In addition, for the training component part-time teacher trainers and consultants for on site training activities were requested.

Because of reduced funding, the scope of program activities as well as the number of personnel had to be modified. First, the limited funds awarded to the project prompted the reduction of the student population to two hundred and forty (240) in the 7th, 8th and 9th grades in two public and three non-public schools. Thus, the participating schools in the project in the Chinese Component were: J.H.S. 65, Transfiguration School and

St. Patrick School and

J.H.S. 17 and St. Catherine of Sienna in the Spanish Component. The second impact of reduced funding was to cut the number of staff supported by the project, with those finally supported including eight full-time persons:

One bilingual assistant coordinator/resource specialist (Spanish)
One bilingual resource specialist (Chinese)
Two educational assistants (Chinese)
Two educational assistants (Spanish)
One family assistant (Chinese)
One family assistant (Spanish)

In addition there were funds to provide part-time staff as follows:

One bilingual social worker (Chinese), one bilingual guidance counselor (Spanish), and consultants in Evaluation, material development in both Chinese and Spanish, and Teacher trainers and consultants (for after-school workshops)

B. ACTIVITIES

1. Instructional Activities

Classroom instructional activities were carried out as proposed. In addition to the instruction of subject areas in both English and the dominant language, cultural activities were a strong component of the social studies curriculum. Participants in the project were actively involved in cultural assembly programs such as the Puerto Rican Discovery Day and the Chinese New Year and the performances by the bilingual children in these assembly programs were made into local television programs.

The children visited cultural centers and museums for cultural enrichment and as before, bilingual children participated in District 2's science camping trip to Lichfield, Connecticut.

In cooperation with Art Resource for Teachers and Students (ARTS) the children were taught ethnic folk dances and songs and those of the United States in the cultural curriculum. The children also participated in theatrical productions of historical events and literary works of different ethnic backgrounds, and District 2 and ARTS have jointly published numerous booklets on instructional and cultural activities.

2. STAFF DEVELOPMENT

Staff training and development efforts consisted of a few components. First, bilingual personnel received college credit course training from Seton Hall University and Fordham University.[1]

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1 Chapter II includes data evaluating these courses.

Chinese bilingual personnel enrolled in courses pertaining to bilingual education at Seton Hall University, with the courses held in Chinatown for the convenience of the teachers. The University has been very sensitive to District needs and has been working very closely with District staff in the promotion of bilingual education programs and bilingual materials development.

Fordham University at Lincoln Center was the training agent for the Spanish bilingual personnel, involving a variety of courses ranging from Puerto Rican culture to bilingual education methodology.

In addition to the credit courses for in-service training offered by the institutions of higher education, the project had After-school Workshops training programs by project per session teacher trainers who emphasized practical instructional techniques. These workshops were conducted once every two weeks. Finally, the project held a one-day pre-service training sessions with bilingual personnel in other programs before the start of the program.

3. COMMUNITY AND PARENT INVOLVEMENT

It was noted in the 1976-77 report that the present project was funded as the direct result of community and parent involvement in and support of this project. In 1977-78 this support continued and was maintained by project personnel who constantly attended Parents Association meetings and held conferences for parents who showed much interest in our projects. As before, parents made many contributions in making cultural curriculum and assembly programs successful, especially those held during the week of the

Puerto Rican Discovery Day celebrations and Chinese ethnic festivities. Luncheons sponsored by Parents and others by project staff were held to celebrate Christmas and New Year holidays. All activities were filled with happy spirits and enthusiasm.

The original project proposed activities of adult education classes for parents and community people. Because of limited funds, the project was not able to fulfill its original plans. However, in cooperation with a program funded by Title VI, the project was able to place interested parents in adult classes in that program at one of the Mini-Resource Centers and other locations throughout the district. Some parents attended morning or evening classes for instruction in English as a second language, citizenship and consumer education programs. Again, limited Title VI funds kept more than one hundred and fifty (150) parents on waiting lists. Once again the hope is expressed that increased funding will be able to meet this important need of the parents and community people.

4. CURRICULUM DEVELOPMENT AND RESOURCE CENTERS

There is a dire need for curriculum material development for both the Chinese and Spanish components. In the District's continued effort to meet this need the bilingual resource specialists established two Mini-Resource Centers at P.S. 33 (Spanish) and The Yung Wing School (Chinese) where bilingual conferences, workshops and other in-service training activities were held. Existing materials and reference collections are mainly for the teachers and pupils in the elementary school level. The limited funds from the present project did allow the addition of some books and materials appropriate for the junior high school level, but did not provide for separate Mini-Centers for the junior high school project.

Some Title VII projects were funded for additional personnel such as curriculum specialists for different subject areas. Unfortunately, this project was not funded for such positions. Therefore, curriculum development was carried out to the extent possible by the project director, bilingual coordinators, the bilingual resource specialists and consultants. Some materials developed have been disseminated to other projects. The few national material development net-works have not developed materials to meet the District's immediate needs.

C. MATERIALS

Because of the limited funds awarded to the project, only a total of approximately $4,470 was budgeted for instructional supplies and materials for the Chinese and Spanish components. The project found it extremely difficult to adequately provide the participating schools with the necessary materials, supplies and textbooks, and it is hoped that increased future funding will enable the project to truly meet the dire need for curriculum materials, instructional supplies and additional personnel.

III. EVALUATION DESIGN AND PLANS

The evaluation design presented in the original program proposal referred only to testing the instructional objectives of the program through tests given to pupils and teacher rating scales.

However, the evaluation team, in cooperation with the program staff was able to add three other dimensions during 1977-78. First, an expert in bi-lingual education visited several classes in the Chinese-English program and rated 46 specific aspects of instruction observed, with these ratings presented in Chapter 3. Then the evaluation team designed two questionnaires to be

completed by teachers in the program, with the first intended to estimate teacher reaction to university courses offerred as part of the staff development process, and the second designed to estimate the extent to which other staff related goals (such as those about teacher involvement in planning, or utilization of Educational Assistants) were implemented as proposed. Data from these instruments are presented in Chapter II.

In the effort to evaluate the extent to which program pupil achievement goals were attained both pre-post and post only approaches were used. In two areas, first language reading and English reading, the evaluation was in terms of gains reflected in pre-post testing. In the other two areas involved, knowledge of history and culture of first language group, and pupil attitude, the data were collected at the end of the semester and achievement of project goals tested against the criteria on improvement expected stated in the evaluation design submitted with the project proposal.

The six instruments used in the project were those stated in that proposal: 1) the test developed in 1976-77 by the Chinese Resource Specialist to test for ability in Chinese Language Arts; 2) the Prueba de Lectura for ability to read in Spanish; 3) the Stanford Achievement for English reading; 4-5) the two project developed tests in History and Culture, and 6) the Fordham Scale for rating change in pupil attitude.

Data were available in all areas required except one: no data were provided for estimating change in pupil attitude in the Chinese-English program apparently because of an oversight in completing the scale at the end of the academic year. Basically data were available from children in the program in the

two public schools involved. In some instances limited data were available from non-program students in comparable schools and from program students in non-public schools and where available these data will be presented.

In this report, the data from the evaluation of aspects of the staff development effort are presented in Chapter II. Chapter III begins with the ratings provided by the observer of the Chinese-English program and then goes on to the objective data related to pupil achievement, understanding and attitude. Chapter IV summarizes the data in terms of the program objectives and presents the evaluators' conclusions as to its overall success.

CHAPTER II

TEACHER EVALUATION OF UNIVERSITY COURSES AND OF OTHER STAFF RELATED GOALS

I. UNIVERSITY COURSES

As noted in Chapter I, teachers in the program attended courses given by faculty from Seton Hall University (for teachers in the Chinese-English program) and by Fordham University (for teachers in the Spanish-English program). The value of these courses was evaluated through a questionnaire developed by program staff, the first 14 questions were adapted from "Student Opinionnaire for Appraising a Course and Its Information," Evaluation Service Center, Syracuse University, and completed by 34 participants in the Seton Hall courses and seven participants in the Fordham courses. The summary of these data appears in Table 1.

If one first considers sections A and B of Table I, referring to the instructional processes and instructional characteristics, it is clear that the data are strongly positive, typically with half or more choosing the most positive option given and for many questions with few or no respondents choosing the negative options. The most consistently positive response was to faculty appreciating students' point of view (item B2), to the belief that principles and concepts developed were well illustrated, (A4) and to the full explanation of course objectives (A1) ... all three with two thirds or more of the respondents at the positive extreme. Within these two areas (A and B) only one item reflected a negative evaluation by more than 12 percent: item A2 on the clarity with which plans were presented, where 24 percent overall considered them "loose", or "vague". In Area C too, where the questions concerned the overall evaluation of the personal and professional value of the experience, a solid majority (from 56

TABLE 1

TEACHER EVALUATION OF COLLEGE COURSE EXPERIENCES, BY COLLEGE

	Percent Who Choose Indicated Option		
	College A N = 34	College B N = 7	Combined Total N = 41
A. Planning and Development			
1. Objectives were:			
a) Fully explained	59	86	64
b) Discussed	26	14	24
c) Mentioned, implied	15		12
2. Plans were:			
a) Very well organized	41	57	44
b) Evident	38	0	32
c) Loose, vague	21	43	24
3. Assignments were:			
a) Meaningful, constructive	44	57	46
b) Adequate, helpful, fairly clear	50	29	46
c) Hazy, obscure	6	14	8
4. Principles, concepts developed were:			
a) Well, very well illustrated	73	71	73
b) Fairly well illustrated	21	29	22
c) Vaguely illustrated	6		5
5. Student involved in way which			
a) Strongly stimulated thinking	29	29	29
b) Moderately stimulated thinking	50	57	51
c) Did little to stimulate thinking	15	14	15
d) Discouraged thinking	6		5

B. Instructor Characteristic:			
1. Willingness to help students indiv.			
a) Very willing	53	29	49
b) Quite willing	35	57	31
c) Neither pleased nor displeased	12	14	20
2. Appreciation of student point of view			
a) Understanding, friendly	88	86	88
b) Sympathetic	9	14	10
c) Neutral, unconcerned	3	0	2
3. Ability, willingness to answer questions			
a) Excellent	50	43	49
b) Good	32	57	37
c) Fair	18	0	14
4. In dealing with students, was			
a) Always completely fair	59	43	56
b) Generally impartial, fair	41	57	44
5. Regard for students, as individuals			
a) Always genuine, sincere	38	14	34
b) Understanding, respectful	50	72	54
c) Generally good	9	14	10
d) Sometimes aloof, unthinking	3		2
6. Grasp of subject and related fields was			
a) Extremely good, thorough, broad	41	43	41
b) Good, extensive	35	57	39
c) Good in subject area, fair in related field	18	0	15
d) Fair in subject, weak in related fields	3	0	2
e) Omit	3	0	2

C. Usefulness, value of course			
1. The specific information will be			
a) Extremely useful	18	42	22
b) Quite useful	47	29	45
c) Of some use	20	0	17
d) Of very little use	15	29	17
2. In course, became acquainted with:			
a) A great many new ideas	21	43	24
b) A substantial number of new ideas	38	43	39
c) Some new ideas	26	0	22
d) Few or no new ideas	15	14	15
3. The experience of taking the course has been of:			
a) Great positive and personal value	29	42	32
b) Substantial positive and personal value	24	29	24
c) Some positive and personal value	26	0	22
d) Little or no positive or personal value	21	29	22
4. In terms of professional growth in field of bilingual education, the course was:			
a) Extremely valuable	18	43	22
b) Quite valuable	50	29	46
c) Of some value	12	14	12
d) Of very little value	20	14	20

to 68 percent) chose the strongly positive or positive options. However, where on the previous questions those who were not positive were neutral rather than negative, here they chose the negative option. Thus the percentages choosing the most negative evaluation ranged from the 15 percent who thought they had become acquainted with "few" or "no" new ideas in the course to the 22 percent who felt the experience had been of "little" or "no" positive or personal value to them.

In summary[1] then the teachers come through as saying that the objectives were fully explained, assignments constructive, principles well illustrated and that faculty were understanding, very willing to help and answer questions, always fair, sincere and understanding and with broad grasp of their subject field and related fields. They had a more mixed opinion of the clarity of plans. Overall then, they found that the courses moderately stimulated their thinking, with useful information, a substantial number of new ideas, of great positive and personal value and quite valuable to their professional growth. All in all, this dimension of the staff development program was clearly successful.

II. OTHER STAFF RELATED GOALS

Through a questionnaire developed by the evaluation team, data were available from 10 teachers evaluating the basic non-instructional aspects of the program. First, an open-end question asked the teachers to list the objectives of the program and how they would explain it to parents. Then objective questions asked about aspects such as their participation in the District sponsored workshops, and participation in program planning and implementation. The open-end data are discussed in the next paragraph and Table 2 summarizes the responses of the teachers to the objective questions.

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1 This summary uses the modal responses for the combined group.

TABLE 2

SUMMARY OF TEACHER PERCEPTIONS ON
NON INSTRUCTIONAL ASPECTS
OF PROGRAM

N = 10

Aspect and Specific Option	Percent of Teachers Choosing Option	
A. Professional development, assistance		
1. Number in-service workshops attended		
a) 10 or more	80	
b) 1-4	20	
2. Number grad. credits completed in 77-78 related to teaching in bilingual program		
a) 6 or more	80	
b) 1-5	10	
c) none	10	
3. Extent which has learned to use behavdiral objectives in 1977-78		
a) already knew	80	
b) didn't know and learned somewhat	20	
4. Resource Specialist. helped in placing new admissions by testing		
a) all, most .	20	(29)[a]
b) some	20	(29)
c) none	30	(42)
d) omit	30	
5. Extent to which reference materials, resources, professional book made available in 77-78		
a) considerably	50	
b) somewhat	50	
B. Participation in aspects of planning		
1. Input in assessing, ordering materials		
a) considerable	60	
b) some	20	
c) none	20	
2. Participation in reviewing, adapting curriculum, develop, select new materials		
a) considerable	30	(33)
b) some	40	(44)
c) none	20	(22)
d) omit	10	

a These percents are based on the respondents only.

C. Role of Bilingual Professional Assistant

1. Frequency of meetings with teacher		
a) don't have one	30	
b) meet weekly at least	50	(84)
c) meet less than once a week	10	(16)
d) omit	10	
2. Skills demonstrated by Bilingual Professional Assistant during 1977-78 (N = 6) *		
a) Teaching English reading to small groups	83	
b) Providing other English language instruction to small groups	83	
c) Teaching reading in Spanish or Chinese to small groups	33	
d) Communicating positively with parents	33	

D. Parental Interaction

1. Frequency with which parents are invited to attend classes		
a) at least once a month	0	
b) once very few months	20	(22)
c) once or twice a year	40	(44)
d) never	30	(33)
e) omit	10	
2. Number of parents who have shared heritage by participating in class activity		
a) 3 or more	10	
b) 1 or 2	40	
c) no parents	40	
d) omit	10	

*These percents are based on the six respondents who indicated they had a Bilingual Professional Assistant, and multiple responses were made

Although separate questions asked teachers to list the objectives of bilingual-bicultural education "in general" and "in District 2" teachers gave the same responses, all ten wrote that it was intended to provide for instruction in two languages, and/or to provide for instruction in content areas in the child's first language while learning English. However, only three of the ten specifically referred to the bicultural dimension, by noting that it was also intended to help a child maintain and strengthen the first language cultural orientation while learning about the American culture. While this sample of teachers is small it is of interest to note this teacher emphasis on the "bilingual" rather than the "bicultural" dimension for the data presented in Chapter III will note more consistent success in the academic areas as compared to understanding of history and culture.

The last open-end question asked how teachers would explain the program to parents and most referred to both cognitive and personal advantages ... referring to learning (both English and the first language) but also referring to the child's avoiding unnecessary failure and feeling more comfortable in school, and to the fact that the teachers are bilingual. In reading these responses, the evaluator's were impressed by the sensitivity displayed in these hypothetical conversations with parents.

Considering Table 2, eight of the ten respondents had attended the stated goal of 10 in-service workshops, eight too had completed the goal of six graduate credits and all either knew or had learned to use behavioral objectives. However, only four of these ten teachers reported that the Resource Specialist was providing the help in placing new admissions that was projected in the proposal, undoubtedly because of her other responsibilities in regard to testing and materials development.

A large majority of these teachers reported "some" or "considerable" involvement both in assessing and ordering materials and in reviewing, adapting, and developing curriculum and so these goals were achieved. Achieved too, was the goal of meeting weekly with the Bilingual Professional Assistant with 84 percent of those with an Assistant reporting meetings of this frequency. Of the four responsibilities specified in the program proposal for the Assistants, five of the six teachers noted that their Assistant was teaching English and other subjects to small groups, but only two reported that the Assistant was teaching first language reading or was communicating positively with parents. While the numbers are small of course, this is an aspect which program staff should observe.

The final area covered involved parental interaction, and there is evidence in the data that most teachers (six of nine) did invite parents to attend classes, although this is still below the goal of 100 percent. However, 5 of the 10 teachers reported parents as sharing their heritage with the class, and this reaches the goal of 20 percent participation.

Overall then these data from the 10 responding teachers, while limited by sample size, do indicate good achievement of these staff development goals in 1977-78, while also identifying the aspects which need most attention in 1978-79: more frequent help in placing new admissions, more widespread extending invitations to parents to visit classes. and the use of Bilingual Professional Assistant to provide first language instruction.

CHAPTER III

OBSERVER REPORT AND DATA ON INSTRUCTIONAL OBJECTIVES

I. OBSERVER REPORT

A. Ratings

As noted in Chapter I, an expert in bilingual-bicultural education, Professor Winston Yang of Seton Hall University observed classes in the bilingual classes during the Spring of 1978. He was asked to use a rating scale developed by the evaluation team which listed 46 aspects of the instructional process and asks the observer to indicate which were considered above average and which below average in the classes observed.

Figure 1 provides a summary of Professor Yang's ratings, and as can be seen there he felt that 40 of the 46 aspects listed could be considered above average for the classes he saw in District 2, with three rated below average. The other three were considered not applicable: teacher evaluation of pupils, and two items related to audio-visual materials, for Professor Yang noted that he saw "no use of audio-visual materials."

Obviously these ratings are strongly positive, with the one instructional dimension in need of improvement being the extent to which the teachers connected the lessons observed either with the experiences of the children or events in the school and community. It may well be that this observation by Professor Yang is consistent with the data noted in the previous chapter in which teachers reported program objectives more consistently academic than related to the bicultural dimension, possibly the relationships he felt were lacking between lesson and childrens' experiences of community events would come from the teacher more involved with that bicultural dimension.

Figure 1

Aspects In Class Observer Considered

Above and Below Average

A. Aspects Related Above Average

1. Planning and Continuity

Lesson reflected careful and thorough planning, related to
- a) larger cultural group
- b) previous lesson
- c) future lessons
- d) organizational forms used well i.e., individual work, group work

2. Teacher Competence in:
- a) theory, practice in bilingual education
- b) child development
- c) principles of learning
- d) social and cultural values
- e) application, development of curriculum
- f) knowing, anticipating conflicts and using... the differences between language systems
- g) content area involved in the lesson
- h) understanding methodology involved in lesson
- i) being able to translate that methodology into classroom practice
- j) creativity, imagination

3. Questioning, Evaluation and Expectations
- a) teacher formulates questions clearly, uses questioning appropriately
- b) teacher communicates a feeling that questions from children are welcome, a part of lesson
- c) lesson showed good depth, contained challenge
- d) teacher has set reasonable, challenging expectations
- f) teacher has communicated expectations in supportive way
- g) teacher provokes curiosity, thinking, extends level of response

4. Teacher Pupil Relationship
- a) teacher communicates respect for children's culture
- b) teacher communicates effectively, children understand
- c) teacher elicits participation from most of children, and attention from non-participants
- d) teacher has good control of class, of learning process
- e) teacher reflects acceptance of all children
- f) teacher communicates caring, concern for all children and their growth and development.

g) teacher communicates faith in children, belief in their ability to learn
h) teacher communicates a sense of dignity to children

5. Pupil Functioning
   a) children displayed interest, enthusiasm
   b) children display respect, confidence in teacher
   c) children-respect each other
   d) children exhibit respect for own language, culture
   e) children show natural acceptance of bilingual-bicultural condition
   f) children evidence sound learning, study habits
   g) children function well as individuals when work this way
   h) children work well in groups
   i) children exhibit a natural approach to use of language, without stress
   j) students respond when teacher asks questions, seeks a response
   k) students to ask questions as appropriate, initiate aspects of lesson
   l) children exhibit a reasonable level of creativity, imagination

B. Aspects Related Below Average

1. Connection of lesson with:
   a) experiences of children
   b) events in school, community

2. Use of Other Staff

Asked also to make four overall ratings, "assuming that the nature and quality of instruction you have just seen is typical...", Professor Yang rated the quality of instruction as "excellent, well above average," and predicted that the children would improve "significantly" in English and in the content areas, but that they would only improve "somewhat" in Chinese.

Further insight into these ratings is provided by the narrative below by Professor Yang, which was on the final section of the form for one lesson.

B. OBSERVER COMMENTS

1. Staff Behavior

The teacher of the class was in total command of her class. She presented her materials very systematically. Interesting and well-organized, she led her students to learn step by step. I was impressed with her effectiveness. Her assistant, a paraprofessional, was not involved in teaching during my observation.

2. Student Behavior

Nearly all students except one or two listened attentively to the teacher. They read after her and answered her questions quite well. Interested in what they were taught, the students learned the materials efficiently. One or two students, however, were doing something else. Two or three students were not doing well because of their deficiencies in English.

3. Learning Activities

The learning activities consisted mainly of pronunciation practices, uses of idiomatical expressions, and sentence-making in English. The teacher taught mostly in English; Chinese was used only occasionally. Considering the fact

that heavy emphasis is being given to the learning of English, I do not think that the students will improve their native language, Chinese, significantly.

4. Physical Environment and Materials

The materials used were well-designed. The classroom, however, was quite warm and too crowded.

II. DATA ON INSTRUCTIONAL OBJECTIVES

1. Chinese-English Program

Tables 3, 4, and 5 present the data available to test the instructional objectives in the Chinese-English program. These data were available from students in the seventh grade of the participating public school, and are based on the scores obtained on the Chinese Language Arts test, and test on Chinese Culture and History both given at the end of the 1977-78 academic year, and differences in reading grade equivalents from the city-wide Reading Test in 1976-77 and in 1977-78.

a) Language Arts

Table 3 presents the distribution of the scores on the 75 item test in Chinese Language Arts. These 70 seventh graders achieved a mean of 51 percent correct with only 29 percent reaching or exceeding the grade of 65 percent used as the criterion in other objectives of this program. Moreover, one in three (35 percent) scored below 40 percent, and so the objective related to improved ability in Chinese Language Arts is not considered achieved.

b) English Reading

Table 4 presents the data on gains in English Reading Skills, and here the picture is quite positive. Of the 64 students for whom two scores were available 80 percent gained and 30 percent showed a gain of a year with a mean gain of

.8 of a year.[1] Thus the objective related to improvement in English Reading Skills is considered generally achieved.[2]

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1 It is of interest to note that this combination of gains in English reading but not in Chinese is exactly what Professor Yang predicted based on the relative instructional emphasis he observed, as noted in the preceding section.

2 Throughout this report an objective will be considered "fully" achieved only when data are positive and are available from more than one grade. If the data are positive but available fron only one grade, the objective will be considered "generally" achieved.

TABLE 3

DISTRIBUTION OF POST-TEST SCORES IN CHINESE LANGUAGE ARTS

Chinese-English Program, Grade 7

Percent Correct	Percent with Indicated Score
90-99	1
80-89	6
70-79	12
65-69	10
60-64	7
50-59	19
40-49	10
20-39	34
1-19	1
N	70
Mean	51

TABLE 4

DISTRIBUTION OF CHANGES IN ENGLISH READING,

In Grade Equivalents, Chinese-English Program

Grade 7

Changes	Percent With Indicated Change Grade 7
A. No change	6
B. Gains of	
.1 to .2	6
.3 to.6	31
.7 to.9	13
1.0 to 1.4	13
1.5 to 1.9	3
2.0 to 2.9	11
3.0 to 3.9	3
C. Decline of	
.1 to .2	8
.3 to .6	3
.7 to .9	0
1.0 to 1.4	3
D. N	64
E. Mean Change	0.8

c) History and Culture

Table 5 present the distribution of scores on the 40 item test in Chinese history and culture. The students present a wide spread of learning, ranging from the 17 percent who answered 90 percent or more of the questions correctly, to the one student who answered only two of the 40 questions correctly. Over all students, the mean percent correct was 65, exactly the goal specified in the program proposal! Thus this objective was considered generally achieved.

d) Summary

Overall then, the data from the seventh grade sample indicates that there was significant progress in English reading and learning of Chinese history and culture, but not in Chinese language arts.

2. Spanish-English Program

Tables 6, 7, 8 and 9 present the criterion data to test achievement of the instructional objectives in the Spanish-English program, covering ability to read in Spanish (Table 6), and in English (Table 7), learning of Puerto Rican history and culture, (Table 8) and changes in student attitude (Table 9).

a) Spanish Reading

The data in Table 6 are based on the pre-post administration of the Prueba de Lecture of the Inter-American series to samples in the three grades of the participating public school, a comparison public school and a small sample of non-public school pupils. The data indicate consistent improvement: only one public school participant declined and one other did not change, all others gained between one and ten points. There was an obvious clustering between one and five points for public school participants with between 70 and 83 percent making such gains. The range of gains was larger for both the comparison school and the small sample of non-public school pupils, who showed raw score increases of 11 to 30 points.

TABLE 5

DISTRIBUTION OF SCORES ON TEST OF CHINESE CULTURE

Chinese-English Program, Grade 7

Score	Percent with Indicated Score
90 - 99	17
80 - 89	14
70 - 79	6
65 - 69	14
60 - 64	8
50 - 59	14
40 - 49	8
20 - 39	17
1 - 19	2
0	
N	64
Mean	65

TABLE 6

DISTRIBUTION OF CHANGES IN SCORES IN SPANISH READING

Spanish-English Program, Prueba de Lectura,

by School, Raw Scores

Changes in Raw Score	Public-in Program 7	8	9	Public, Comparison 7-9	Non-Public 7-9
A. No Change	0	0	4		
B. Gains of					
1-5	76	83	70	38	
6-10	18	17	26	19	
11-15				31	14
16-20					43
21-30					43
C. Declines of		0	0	0	0
1-5	6			6	
6-10				6	
D. Mean Change	+3.5	+4.0	+4.3	+6.4	+ 20.9
F. Number with PrePost	17	23	23	16	7
Number with pre only	0	2	1	0	0
Number with post only	0	4	0		0
Total Tested	17	29	24	16	7

Thus for both public and non-public school program participants the objective related to improvement in Spanish reading is considered fully achieved.

b) English Reading

The data in Table 7 on English reading are available for students in the public school only. These data are derived from raw scores from the administration of the Stanford Reading Test in 1976 and again in 1977, and such data were available for between 20 and 24 students in the three grades.

Improvement was general, with between 83 and 89 percent of the students in each grade showing improvement. The mean gains were 3.3 or 3.4 points in each grade, and while small, did represent the growth called for in the program objective, and so this objective is considered fully achieved.

c) Puerto Rican History and Culture

Table 8 presents the data from administration of the 25 item test on Puerto Rican history and culture to samples in grades seven and nine in the participating public school. The means were low: 36 percent correct in grade seven and 44 percent correct in grade nine, both well below the criterion mean of 65 percent correct. Moreover, only five percent in grade seven and nine percent in grade nine scored above this level, and even they just achieved it.

Obviously, the objective related to learning of history and culture was not achieved. One explanation may be that the test concentrates on Puerto Rican history and culture and the student who wrote on his test "No soy de Puerto Rico" may well have been one of many who were "not from Puerto Rico" and so not totally involved in the lesson provided.

d) Student Attitude

Table 9 presents the data from teacher rating of changes in student attitude

TABLE 7

SUMMARY OF CHANGES IN ENGLISH READING,

Spanish-English Program, Stanford Reading Test, By Grade in Percent

Change in Average Score-in points	Percent with Indicated Change in: Grade 7	Grade 8	Grade 9
A. No change			
B. Gains of:			
1 -4.9	67	50	58
5-9.9	17	33	10
10-14.9	5		10
15-19.9			5
C. Declines of:			
1-4	11	17	16
5-9.9			
10-14.9			
D. Mean Change	+3.4	+3.3	+3.4
E. Number with pre post	18	18	19
Number with pre only	3	6	0
Number with post only	2	0	1
Total Tested	23	24	20

TABLE 8

DISTRIBUTION OF SCORES ON TEST OF PUERTO RICAN HISTORY AND CULTURE

Spanish-English Program,

By Grade

Score	Percent Achieving Indicated Score	
	G 7	G 9
80 and over		
70 - 79		
65 - 69	5	9
60 - 64	5	5
50 - 59	10	9
40 - 49	19	48
20 - 39	47	19
under 20	14	10
N	21	21
Mean	36	44

TABLE 9

SUMMARY OF CHANGES IN TEACHER PERCEPTION OF PUPIL ATTITUDE,

Spanish-English Program, Fordham Scale

By School

Statistic	Percent with Indicated Rating: Program Grade 9	Comparison Grade 7-9
A. Number rated	26	26
B. Of these, the percent who were rated improved on:		
1) 1-2 items		4
2) 3-4 items	8	4
3) 5-6 items	19	34
4) 7-8 items	31	46
5) 9 items	27	12
6) all 10 items	16	0
C. Mean number of items rated as improved	7.5	7.1

from the beginning to end of the year on the 10 criteria specified on the Fordham Attitude Scale. Data were available from grade nine of the participating public school and grades seven through nine of the same comparison school reported in Table 6.

The teachers saw consistent improvement in both schools, with means of 7.6 and 7.1 items indicating improvement. Moreover, in both schools 92 percent were rated as improved on five or more items, against the criterion of 60 percent. Thus this objective was generally achieved.

e) Summary

Over all four areas of instructional objectives tested in the Spanish-English program those related to ability to read in Spanish and English were considered fully achieved, and the one related to student attitude was considered generally achieved (limited by the data from one grade only), and the one related to learning of history and culture was not achieved.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

I. ACHIEVEMENT OF OBJECTIVES RELATED TO STAFF DEVELOPMENT, PARTICIPATION AND UTILIZATION

The data presented in Chapter II indicate that the major dimensions of the objectives related to the instructional staff were achieved. The in-service courses provided through Seton Hall and Fordham Universities were positively evaluated by the participating teachers who not only praised the faculty involved and the instructional aspects of the courses, but also reported professional and personal gains from the course experiences. Similarly, the responding teachers felt that the District related objectives were generally achieved: they felt part of the planning process and of the process of curriculum development, and they reported attending the in-service workshops to the extent proposed.

As noted in Chapter II, there were dimensions which did not meet the levels proposed: the Bilingual Educational Assistants did not perform all of the duties specified to the extent proposed nor were parents invited to visit classes as frequently as they should have been.

But considering all of the objectives, the evaluation team concludes that these non-instructional aspects, primarily related to staff development, were well implemented by the District staff in 1977-78, and were well received by participating teachers.

II. ACHIEVEMENT OF THE INSTRUCTIONAL OBJECTIVES

Figure 2 summarizes the data reported in Chapter III on the achievement of the instructional objectives. In the Chinese-English program, the objective related to improvement in reading in Chinese was not achieved, but those related to reading

FIGURE 2

SUMMARY OF EXTENT TO WHICH PUPIL ACHIEVEMENT OBJECTIVES WERE REALIZED

OBJECTIVE	PROGRAM AND DATA BASE	CONCLUSION AS TO ACHIEVEMENT OF OBJECTIVE
1. Significant Gain in Reading in First Language	Chinese: on post test data available only 29 percent score 65 or higher	Not Achieved
	Spanish: at least 70 percent gain in each grade, with mean gain statistically significant	Fully Achieved
2. Significant gain in Reading in English	Chinese: 80 percent improvement in one grade for which data available, with mean gain statistically significant	Generally Achieved
	Spanish: At least 83 percent gain in both grades with mean gains statistically significant	Fully Achieved
3. Mean of 65 percent on test of History and Culture of First Language Grasp	Chinese: 51 percent score 65 or higher with mean of 65 in one grade tested	Generally Achieved
	Spanish: Fewer than 10 percent score 65 or higher, with means of 36 and 44 in two grades tested	Not Achieved
4. At least 60 percent improve in attitude towards school	Chinese: No data available	-
	Spanish: 100 percent rated as improved on at least one item and 74 percent rated as improved seven to ten items on ten items scale	Generally Achieved

in English and learning Chinese history and culture were rated as generally achieved.[1] Thus there was evidence of learning and progress, although not for all objectives. Coupling these data with the enormously positive ratings of the in-class observer, the evaluators conclude that the Chinese-English program was essentially successful in 1977-78.

Figure 2 shows that the Spanish-English program was considered to have fully achieved its objectives in terms of reading in both Spanish and English, and to have generally achieved the objective related to pupil attitude (limited by the one grade providing data). The one area where the objective was not achieved was related to history and culture, and as noted earlier this may well be due to the concentration on Puerto Rican history and culture rather than utilizing a broader base of related Hispanic cultures and histories better reflecting the varied Spanish-speaking population in the program. But with good achievement for three of the four instructional areas, the evaluators conclude that the Spanish-English program had a successful year in 1977-78.

These achievements in 1977-78 provide a good foundation on which to build in the future, and the program is recommended for recycling in 1978-79. Program staff should obviously consider the areas in need of improvement identified in the data presented in this report, and should also consider the validity of hypotheses presented as to why some of the expected gains did not materialize. Only in this way will the "good foundation" provide a base for an even more solid program in 1978-79.

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1 The reader is reminded that the rating of "generally" rather than "fully" achieved is used because data were available for one grade only.